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These papers were discussed, by appointment, as follows :

PRINCIPAL WILLIAM A. GREESON, GRAND RAPIDS CENTRAL HIGH SCHOOL.

During the first years of my experience in the Grand Rapids High School, a pupil who had a diploma showing that he had completed a regular course of the school was admitted into the University as a candidate for the corresponding degree. It soon became apparent, however, that some pupils of moderate intellectual equipment could, by repeating certain studies in the high school, complete a course satisfactorily. There were honest, faithful, conscientious boys and girls who plainly showed that they had almost reached the limit of their capacity, and who might be tempted to go to the University because they could be admitted without examination, although such a course would be unprofitable to them. They had fairly earned the honor of graduation from the high school, and yet a diploma could not be granted them if they might go to the University, where they would inevitably fail.

To guard against this, the authorities of the University were asked not to accept a diploma unless it had the written recommendation of the principal. Similar experiences, I understand, led other schools to adopt some method of distinguishing graduates as recommended and not recommended students.

Finally, two or three years ago, the University issued a blank certificate to be filled out by the principal for each candidate for admission, stating the studies pursued, the standing in each, with a recommendation that he be admitted to the University. Thus the University of Michigan admits now by certificate rather than by diploma.

As the school grew larger and the number of graduates increased, greater care had to be exercised in determining who should be recommended, that justice might be done to each. Last year in May, a list of the candidates for graduation was given to each teacher in the school, and they were asked to mark each name "A," "B," or "C;" "A" signifying an excellent student, worthy to be recommended to the University, "B," fairly good, not strong enough, however, to deserve a recommendation, "C," "passable" or poor in one or two subjects. This decision was to be given not from the recorded marks, but from the teacher's knowledge of the pupil, based on observation

of his career in the school, taking into account scholarship, ability, character, habits, of work, etc.

Using these reports and the recorded standings as data, I made the final decision on each pupil, and informed him privately of his rank. Those classified as "A" could obtain their certificate from me if they wished to enter the University. Others had to enter on examination if they entered at all.

Of those who were thus recommended last June, not one received a single condition at the close of the first semester. Of those not recommended, all, with one exception, received one or more conditions.

The same method was applied to students wishing to go to other colleges than the University of Michigan, if they admitted students on certificate.

This system, it seems to me, is admirable from the point of view of a secondary school. It seems to me self-evident that a school which is competent to prepare pupils for a college is also competent to judge whether or not the pupils are ready to enter that college, provided, of course, (1) that the teachers of the school know the kind and quality of the preparation demanded, (2) that they are honest, and (3) that they are willing to assume the responsibility of the decision. The first two provisions may reasonably be included in the phrase, "competent to prepare pupils for a college."

The responsibility, it must be confessed, is weighty, but is not therefore to be rejected. Responsibility, if definitely located, is most wholesome in all social institutions, and works for the good of all. Nothing would so tend to build up the character of all secondary schools as the responsibility of deciding upon the fitness of the preparation of their pupils for college.

Colleges can easily protect themselves by refusing to admit the pupils of those schools that have shown themselves unworthy of this responsibility.

The certificate system of admission to college is an ever present incentive in secondary schools to honest, continuous exertion. It discourages "cramming," for it is known from the experience of other students that a spasmodic effort during the last months, or even the last year, will not be sufficient to win the recommendation of the teachers. That this might have its best effect, it ought to be made more difficult for pupils to enter college who have failed to win the

recommendation from the preparatory school. The example of pupils who have wasted their opportunities, who have been insubordinate, who have not put forth their best efforts, and yet have been able to enter college upon examination, and that too often without condition, is pernicious. However, there is a dread of the entrance examinations in the minds of almost all pupils, and even with the present arrangement, the possibility of being admitted without examination is a real incentive to work.

Another beneficial effect of the certificate system of admission is this,—that the attention of all the pupils in the school, from the lowest to the highest grade, is directed to the various colleges and universities of the country. They learn more of the nature of college education; their ambition is aroused to secure the recommendation of the school, and they are eager to continue their work, if successful, in higher institutions of learning. I find that students know something about all the institutions to which we have sent students on certificate. They know very little about colleges that admit only upon examination.

In other words the certificate system of admission binds the preparatory schools and the colleges closely together; not only because under that system the colleges must necessarily keep close watch of the work of the secondary schools, but also because the students themselves have the question of higher education brought to their minds continuously and in a real way.

I have tried to show that secondary schools are more competent to judge of the preparation of a pupil for college than are the colleges themselves, for the very reason that their knowledge of the pupils is thorough, and obtained from actual acquaintance with them. I have also maintained that this duty can be entrusted with entire safety to the secondary schools, and lastly, that this system of admission has a salutary effect upon the pupils of the secondary schools, by furnishing an incentive to honest and continuous effort, and also by bringing to their attention early in their career the question of higher education.

SUPERINTENDENT N. C. DOUGHERTY, Peoria, Ill.

The weak points in the public school system seem to be the transitions from the grammar to the high school and from the high school to the college. Many of our pupils drop out at the end of the grammar school course and fail to carry their education further only, or at

least principally, because of the length of the step from the school they have been attending to the high school. But the step in passing from the high school to the college is even greater. Our high schools too often are "finishing" schools. Most of the surroundings and influences, most of the studies and ambitions of the last year in the high school tend to confirm in the mind of the pupil the conviction that at the end of the high school course he has reached, if not the goal, at least a very convenient half way station where he may reasonably rest upon his laurels. Any plan which lands the student of the high school not in an unlocalized position, not even before the doors of a college, but within those doors, is a vast improvement on the old plan. The college contingent has grown for this reason, and communities that formerly sent but one pupil now send five or more. Not only this, but the pupils who do not go to college and the community at large have a truer conception of the nature and aim of education.

If the high school could thus be brought closer to the college, a more perfect differentiation of their respective functions would be attainable. In the first place, such subjects as psychology, logic, the philosophy of ethics, would be recognized as necessarily belonging to the college, and they would be dropped from the high school course. Less obvious but not less important would be another change, which would inevitably occur, in high school aims and methods rather than in the scheme of studies. The high school teacher would see more clearly just what he is called upon to do, just what kind of instruction he should give, just how far he should seek to carry his pupils. And it is just here that some powerful checking influence is needed in our high school methods. We are in great danger, in getting beyond our pupils, of resorting too much to college methods; of *exhausting*, or rather of trying and pretending to exhaust the subject. If both the teacher and pupil see the college plainly before them, there will be less of this vain, and worse than vain, attempt to cover the whole subject and finish it up. It will be easier for each to content himself with such an introduction to the various fields as is proper to the high school age, each having constantly in mind the fact that just ahead is a school—the college—in which the same studies are pursued further, deeper, higher. Properly to appreciate and thoroughly to understand the pebble he was picking up on the shore, it was necessary that Newton should have in his ears, not occasionally, but constantly, unceasingly, the rolling waves of that boundless sea of knowledge that stretched

out before him. As it now is, we lose our perspective in the high school. We think "The rustic cackle of our borough the murmur of the world." We need, teacher and pupil, to be constantly reminded of our subordinate position in the educational world.

The plan suggested by President Eliot will lead to greater coherency in the courses of study and work. What could be more natural than that the higher should reach down and adapt the lower to itself? The high schools are here to stay. If the education given by them in the past was not in all respects just what is needed, let us improve upon it. Let us make it better and better as the years go by, until it shall supply just what is needed. Let us remember that we do the best for the boy who stops with a high school education when we do nothing to impede the progress of the other boy who goes on to a college graduation. But what the college wants, I take it, is a sound substantial training. It is not so particular as to what *subjects* the boy has studied as it is to *how* he has studied them. We need to make the training of the high school solid and substantial. The lower school must receive its vivifying spirit from the higher. Let us see to it that our public schools lead up to and connect with the college and university.

PRINCIPAL H. F. FISK, NORTHWESTERN ACADEMY.

I am much in sympathy with the argument of the paper on the Old Examination System. In some quarters it is fashionable to decry examinations and to favor the promotion of pupils in all grades of schools upon successful work in daily recitations. It is justly claimed for examinations that they are a valuable means of discipline, not only testing the pupil's knowledge, but training him to the habit of carrying his knowledge and making practical use of it.

It may be added that examinations may be so conducted as to insure to the pupil a distinct advance in the range and precision of his knowledge. If examinations have this educational value, it may well be questioned whether school examinations should not be more frequent and whether it is not an injustice to the best students to reward them for their excellent work by excusing them from examination. The custom of putting this premium upon good work prevails in many schools, apparently on the assumption that the only purpose of an examination is to test the student's knowledge and that he has been sufficiently tested already to warrant promotion.

The value of examinations as means both of discipline and instruction, while it invites even a freer use of them than is now common, does not necessarily argue that the college entrance examination should be set in all cases by a college officer.

The entrance examination is conducted for the primary purpose of determining whether a candidate for admission should be received or rejected, and it may be held, not without good reason, that this should be the sole purpose of it.

The end aimed at by all parties who seek by various methods to regulate admission to colleges, is that there may be *approximate uniformity in the range and thoroughness of preparatory instruction as a basis for satisfactory college work*. The college entrance examination, it seems to me, is justified not as a means of discipline to the student but as a means of protecting the interests of the college against the incoming of unqualified candidates.

It is a misfortune to the student to be admitted to college if insufficiently prepared. It is a greater misfortune to him if through sympathy or through negligence such a student, being admitted, is allowed to remain in college, wasting time in a weak endeavor to do work that he cannot do well. It is a misfortune both to the college and to the student if he finally receives a degree to which his attainments do not entitle him.

To prevent the ill-prepared candidate from entering upon his college course, some one must stand guard at the passage from the secondary studies to the college studies. Shall it be the college officer, unfamiliar with the pupil, or the principal of the school charged with the responsibility of giving the pupil his preparation? On this point I am inclined to accept the views presented in the other papers, and to believe that it is equally in the interest of the pupil and of the secondary school and of the college, that the whole responsibility should rest upon the principal of the secondary school for the certificate which he issues. In most instances, I believe the school principal will act more prudently than the college official and will withhold his recommendation from many pupils whom the college examiner admits. Not infrequently it is found that students are passed in the examinations for admission to colleges of the highest reputation when it is known by their teachers that both in extent of ground traversed and in the quality of their scholarship they are not prepared for good college work. Some of the best secondary schools prefer the certificate method

of admission to college, not because the entrance examinations presented by the colleges are too severe, but because either through easy examinations, or through indulgent estimate of student's papers it is made too easy for weak students to pass them, students that the schools would not indorse.

Under any system of admission there may be faulty administration—there will certainly be some decisions which are subsequently seen to have been unwise. The best system may be, in practical operation, the poorest. Two colleges, having different systems may have equally good reason for discontent and may find temporary advantage, each in adopting the system of the other.

For the efficient working of the certificate system it is necessary that there should be mutual acquaintance and mutual confidence between the colleges and the secondary schools. The organization of this association and other similar associations has a tendency to secure these results.

To secure a common understanding and mutual satisfaction in the giving and accepting of certificates, at least one eastern college has adopted the plan of sending to the principal on whose certificate a student has been admitted, at the end of that student's first half year, a written statement of the quality of the college work done by the student up to that time. This serves to define to the secondary school the scope and emphasis necessary that its graduates may not merely gain admission to college but may succeed in what is more important, the doing of good work after admission. It serves also to direct the attention of the college officers to the character of the work done in preparation, as thus tested, and this scrutiny will afford a juster estimate of the school than an inspection of its library and apparatus and a visitation of its classes.

If students admitted by certificate fail to justify the confidence placed in them the credit accorded to the school may properly be withdrawn and its pupils be made subject to the regular entrance examinations.

DEAN JOHN J. SCHOBINGER, HARVARD SCHOOL, Chicago.

YOUR latest comer labors under the disadvantage of speaking when everything has been said, to an audience that knows as much about this subject as he himself or more, of college presidents who are irrevocably committed one way or the other, and of secondary teachers who have



no choice, but must submit to whatever system fate has made them subject of. But then everybody expects him to be brief and this is the advantage of his disadvantage.

That system is the best which puts the student into the best condition, upon entering college, to pursue his work there. It is my belief that up to date no system has been devised which does this better than the old examination system. I do not mean to say that it is ideally the best; far from it. The greatest possibilities, I believe, are with the certificate system, though not under the conditions generally prevailing at present. A perfect certificate system presupposes a school system, where college and secondary school are under the same direction, or where the influence of the college upon the latter is direct and controlling; for thus only can the end of one be fitted to the beginning of the other. The looser this connection is, the more likely are the purposes of the secondary school to represent only an approximation to the ends of the college, and the greater is the danger that the certificate of the school principal will only roughly approach the intentions of the college.

State universities are nearest the ideal position; colleges under corporate management are farthest from it and in the latter relation where the college influence is only one of many and not always the strongest, the danger is great that the high school may force its standards upon the college and drag it down before the latter has had an opportunity to elevate the standards of the high school. This is in my opinion at the present time the most threatening danger to The University of Chicago.

The examination system picks out the individuals; the quality of the work of the preparatory school is judged by their success or failure; it becomes evident promptly and the effect upon the school and its methods is vigorous and immediate. Under the certificate system a school may continue to do indifferent work for a long time before punishment overtakes it.

Under the certificate system the college prescribes the subject-matter of the preparation; but over the order of the work in the secondary school it has very little control. It has almost no means to enforce what must be an essential condition of success in college work, namely, that in every essential line of study—languages, history, mathematics, science, English—the student's knowledge should be fresh. We have heard it yesterday complained of as a hardship, that the colleges should

not be content with the mathematics given in the first two high school years, but should want a review in the third. That this should have been mentioned here in this way shows how general must be the practice of stopping mathematics after the second high school year. I venture the assertion that in no college admitting its students by examination is the department of mathematics thus handicapped.

By the arrangement of the examination papers, by the subdivision of the subjects and the compulsory reservation of some subjects for the finals, the college brings the weightiest influence to bear upon the schools for the building of a programme which shall effect a close union between the two, a programme emphasizing what is most important and largely determining the order of the studies. In this respect I consider the present entrance requirements of Yale as almost ideal.

The examination system compels a most careful, painstaking treatment of the subjects required. The school almost must limit itself to these subjects, and must neglect some other important and interesting ones, which it could take up if a looser and more discursive treatment of the required subjects were allowable. This is narrowing, but it, also, is in the interest of sound scholarship. I may be prejudiced, but it is my distinct impression that the standards of sound scholarship in America are set today by Harvard and Yale, rather than by the colleges which it is easier to enter.

It is undeniable that where the requirements are the same, the students think it easier to get into a certificate college than into one of the other kind. But so far is this from working in favor of the former, that when the two kinds come into competition, it is, as my observation at least goes to show, generally the more timid—and I may add, where we teachers share the feeling—who are afraid of an examination and who choose the certificate college, while the more vigorous and self-reliant intellects choose the examination. Certainly the unprecedented growth of Harvard and Yale during the last thirty years does not argue for the reality of the terrors of that bugbear we hear so much of—the examination. I believe no certificate college is able to show anything like such growth, except Michigan University, and that because the conditions there were most nearly like the ideal ones sketched above, conditions and a success which no other college has been able to duplicate.

And this brings me to the last point of difference: Under the examination system the college itself interprets its requirements; under

the certificate system the college allows somebody else to do this interpreting—somebody who oftener than not is only under its nominal control, and practically under no control whatever. And so it puts the heaviest responsibility where the strength to bear it is weakest. I do not want to belittle my own honesty, nor that of my colleagues; still it is, at all events, more comfortable to have parents think their son could not get into college because he could not pass the examinations, than it is to have them think that he was kept out because Mr. X. would not give him a certificate. Could not—would not.

To resume then :

I prefer the examination system—

(a) Because the essential prerequisites of what might be a better system, the certificate system, are mostly wanting.

(b) Because under the examination system the shaping influence of the college upon the school course of study is quick and strong.

(c) Because it gives a better guarantee of continuity in the student's work, compelling him to bring his knowledge in the various lines to college fresh.

(d) Because it compels careful, painstaking study, though on a narrower range, and thus better subserves the interest of sound scholarship.

(e) Because it is more attractive to the more vigorous minds among the students.

(f) Because under it the college interprets itself its own requirements, which tends to definiteness, instead of allowing others not perfectly under its control to interpret them, which tends to vagueness.

(g) And finally, because under it the college itself assumes the responsibility of deciding about students' admission instead of laying it upon shoulders not so well able to bear it.

The question was then thrown open for general discussion.

PRINCIPAL JNO. T. BUCHANAN, Kansas City, Mo.

I heartily concur in the suggestion made by the last speaker but one (Principal Herbert J. Fisk), that at the end of the first semester in college, report should be sent back to the schools from which students enter. The principal of the fitting school would certainly be interested in the progress of his former students. It would be a satisfaction to know of their success; and in case of their failure, it would certainly be essential that the school authorities should know in what particular other pupils must be made more efficient.

While it may be true that these reports should be issued, the making of the report will not solve the problem. Students may have been well prepared in the fitting school, and yet fail in college, because of the environment or the unfamiliar method of presenting subjects.

It may not be out of place to relate to you my experience in sending back reports to the schools that fit for the Kansas City high school. A few years ago I was requested to make such reports. What was my surprise, after sending them, to receive suggestions from some of the strong ward school principals that they had sent the pupils to us well prepared for the work of the high school, and should not be held responsible for their progress after entrance. They hinted that, if the students were looked after more closely, and better teaching were done by the high school instructors, there might be fewer failures; that it might not be necessary to leave the high school itself to find all cause of failure.

The same suggestion might apply to students failing in college.

Now, as to the best method of admission to college. There are many things in the old examination method that appeal favorably to me. The students who are to be admitted by this plan fully realize that they must be so familiar with the subjects as to be able to undergo the examination. This in all cases acts as a stimulus, and results in systematic habits of work. It places the responsibility of the students' presence in college on the college authorities rather than on those of the secondary schools. But by this method, only those pupils who have vigorous minds and sufficient reserve power to enable them to do well, even in the midst of strange surroundings, and those whose memories are prompt and accurate, may ever hope to pass the ordeal and be admitted. Others who have equal or greater ability are deprived of the benefits of a college course. Under the certificate plan, the responsibility of admission rests upon the teacher in the secondary school, where it properly belongs. He has been with the student constantly through the period of his preparation, and knows his strong points and his weak ones. Who else then is so well fitted to judge of his qualifications and concerning his preparation for admission to college? In preparation under this method, other faculties of the mind than memory alone are developed. The teacher can employ his energies in the training of the student in a way that will result in a normal development, instead of inciting him to work through the fear of failure in examination. After all, what the student most needs in college, as elsewhere, is the power which results from self-culture, rather than information on specific subjects. This, in my estimation, is best secured by systematic preparation under the certificate plan. Consequently I favor that method.

However, this scheme is open to abuse unless great care be exercised in the inspection of the schools whose students are to be admitted. It is almost impossible for any one man, be he ever so able in his special line, to criticise

competently the varied work in the many departments of our best secondary schools.

Indeed, in view of all that has been heard regarding so-called colleges and spurious degrees, it has been suggested that it might be advisable to send out committees of inspection from first-class preparatory schools to examine the work done in colleges and universities which their graduates contemplate attending. In this, the officers of the secondary schools, having nothing to gain, could be suspected of no other motive than the interests of the pupils themselves.

PRINCIPAL ARMSTRONG, ENGLEWOOD HIGH SCHOOL.

I would like to add a word of testimony in regard to the examination plan. It may not be a word of testimony on the right side, but I think it is testimony that ought to be given here. I am not going to be personal. I will say that several of the pupils of the Englewood High School took an examination not long ago for admission to a university. In one case a boy who had studied Virgil for three months took the examination and passed well. A young lady who had studied Virgil since September also passed well. A boy who had studied Cicero since the first of September passed the examination. Each student came to me to see if he could be excused from further study on the ground that he had passed the examination for admission. I had to inform them that the standard which we had for graduates required that they should pass our examination at the end of the year when they had completed the subject. I think this thing has happened over and over again with some of our schools, that by this plan of examinations our pupils are often able to pass the examination long before they ought to be excused from that study. As to the figure used by Professor Fiske in regard to coming to the door of the university, I may say that a pupil who comes to the door for an examination, is required to give a password. If he happens to be so fortunate as to know the password required for admission he gets in; if not so fortunate, he stays out. In the other plan he is asked if he has a key, or if he has made a key himself, and if he has forgotten his key he says I can make another key and goes to work doing it. You can see whether he is able to make the key or not. I cannot help feeling that this matter of examinations is a mistake. I do not believe that the one who stands off at a distance and examines the pupils on a certain set of questions is as fitted to know what they can do as the teacher who has followed them along four years of work. A test was recently made in my school by examining all pupils who entered the high school from the eleven grammar schools that contribute to the high school. The school that stood at the foot of this list on the written test, stood third on the first two months of high school work.

PRINCIPAL E. W. COY, HUGHES' HIGH SCHOOL, Cincinnati, Ohio.

I am in favor of some kind of certificate plan for admission to colleges from the secondary schools, and I am in favor of it because I want *to teach school*. I do not want to cram a class for examination. I think teaching is a very noble and honorable business. I think cramming a class for examination is as small a business as a man can engage in, and I do not want to do it. The art of cramming and the art of teaching are two entirely distinct things. There is as wide a difference between teaching a class and preparing them for the ordinary college examination as between breaking stone on the highway and executing a work of art. Many secondary schools in the country make a business of preparing students to get into college and the last year of their work teaching ceases, and nothing else is done but preparing the students to pass that examination. It has been said that many of these pupils who enter college on the certificate fail after they get in. I do know this, that a gentleman at the head of one of the best schools of technology in this country upon my saying to him that his institution had the reputation of being a pretty easy place to get into but a hard place to stay in after one gets there, replied, "You know there are a great many schools throughout the country who make a business of simply preparing pupils to get into this institution, and the result is that they do pass the examination, but by the time half of the year is over we find that they are not fitted to do the work, and they drop out." It seems to me from the little experience I have had that the high school and the academy can do vastly better for the pupils in their respective institutions if they can be allowed to go on and teach their classes up to the close, and then those who after the four years of work have been found competent can pass into the institution next above. It seems to me that the time has come to fix some definite plan for admitting to college without examination, not merely for the sake of the young men and young women who wish to enter college, but still more for the sake of the secondary schools.

SUPERINTENDENT A. F. NIGHTINGALE, CHICAGO HIGH SCHOOLS.

I regret that illness prevented my attendance yesterday, and I have taken desperate chances physically in being here today. I do not feel that I can let this occasion pass without saying a word. My great lack, however, is the intellectual ability to make you see the truth as I see it very clearly. I do not know that I care to say whether I am particularly in favor of or particularly opposed to any of the plans or schemes that have been presented here today by some of the distinguished educators of the country, but I am surprised that these distinguished educators, all of whom I presume are honest in the expression of the opinion that they are in favor of higher education and would do all in their power to encourage our young men and women to secure a higher education, show such a wide

divergence of thought on a question of such infinite moment to our secondary schools. As I listened to the splendid argument in favor of the old examination plan, I thought of that magnificent and scholarly discourse that was presented by President Lord, of Dartmouth College, at the opening of the Civil War in proof that traffic in human slavery was right, and that its righteousness was founded not only on the constitution, but upon the fiat of the Almighty, and also of the argument against the introduction of steam railroads, for fear those engaged in the stage-coach traffic would be thrown out of business. The greatest menace of the University today, Professor Schobinger says, is the danger that the high schools will break the colleges down before the university gets an opportunity to boost the high schools up. Fie on it. I want to say that the greatest danger that confronts the secondary schools throughout the country today is that the influence of the colleges will make them poor, while they are themselves struggling to become rich. There is a tendency to admit pupils into college on the examination plan, before the secondary schools feel that they are prepared for admission. This is going on constantly in all the colleges of the country, and I do not except even Harvard or Yale. I do not know that we shall ever be able to induce Harvard or Yale and Columbia and Princeton to do away with the strict examination system, but I do believe that one great reason why the high schools of the West are superior to the high schools of New England is because the teachers in the high schools of the West are engaged in teaching, while the teachers in the high schools of New England are engaged in cramming their pupils for admission to these colleges. I am glad to know of one movement that has been started, and which I understand meets the approval of President Eliot, of Harvard, which is that three colleges or more shall prepare a uniform set of questions for examination, allowing the pupils to take the examination, without any regard to what university the student desires to enter. He can make the choice after the examination has been taken. I think that is a move in the right direction. I think a great trouble today in regard to higher education is not in the plan of admission, but in the plan of graduation. I have not the statistics at hand, but I challenge contradiction to the statement that the ratio of students who are crowded through colleges and are graduated from them with degrees, before they show an intellectual grasp that warrants the conferring of these honors, is greater than the ratio of those who are graduated from the high schools before they are fitted to go on with any higher education. Now the secondary schools look to the colleges for their teachers. The tendency is increasing every day to have no teachers in our high schools that are not college graduates. When that time comes, the secondary schools must turn out pupils in accordance with the power that the colleges have given these young men and women upon whom they have conferred degrees. Send us teachers born to teach ;

fired with the true educational spirit, and then put the same confidence in the product of their labors, that you place in them, when you send them to us, with the splendid testimonials which your scholarship has indited. I believe there is too much carelessness in graduating pupils from the grammar schools into the high schools; from the high schools into the colleges, and from the colleges into life. It does seem to me that, since we admit the child at four years of age into the kindergarten without examination, because we believe the child has reached the age when he needs instruction, and two years afterward admit the child without examination to the primary school because he has reached that age when he needs primary instruction, and so pass these pupils along from grade to grade, from the primary into the grammar and from the grammar into the high school, there is no reason why great walls of partition should be built up between its graduates and the college. If we are in favor of encouraging our young people to secure higher education, we ought to make the entrance from the high school to the college as easy and as practicable as admission from the primary to the grammar or from the grammar to the high school, and I believe the time must come when this transition will be easily accomplished, and when the first year of the college will be but the thirteenth grade in the education of the pupil. I believe that the plan in vogue in the University of Chicago has been honestly conceived, and it may work very well. The leading objection that I have to it is that it manifests a spirit of distrust toward the secondary schools below. When the university says the teacher may make out the questions, give the examination, mark the papers and sign the record, but we will not admit the pupil until we have had a chance to read those papers, and see whether the work has been *honestly* done, if it does not say practically, we cannot take your word concerning the fitness of this pupil to enter the university, I do not know how to interpret the action. I am thankful for the confidence that is manifested by the University of Michigan and other universities in admitting pupils to the college by certificate, after they have satisfied themselves that the certificate is from a secondary school well equipped as to course of study, apparatus and teachers, and which will recommend such pupils only as have accomplished the requirements, and developed the power essential for a college student. If your secondary schools are not to be trusted, what shall we say of the colleges, who equip them, and who are responsible for the value of secondary instruction?

At the close of the discussion, it was moved by Chancellor Chaplin, of Washington University, that a committee of three be appointed to inquire into the practical success of admitting students to College upon certificate from preparatory schools. The motion was adopted.



It was moved by Professor C. A. Waldo, of Purdue University, that the vote locating the next annual meeting of the Association at Cleveland be reconsidered. Carried.

It was then moved by Professor Waldo that the next regular meeting be held in Chicago or its vicinity.

Superintendent Goss moved to amend by giving the Executive Committee authority to change location if satisfactory railway rates to Chicago or vicinity could not be obtained.

The motion as amended was adopted.

In behalf of the Executive Committee the Secretary made the following nominations for election to membership in the Association.

*Institutions.*—University of Colorado, Colorado College, University of Denver, Denver High School (District No. 1), E. S. Aurora High School, Lyons Tp. High School.

*Individual Members.*—Dr. F. W. Gunsaulus, Armour Institute; Dr. John M. Coulter, University of Chicago; Superintendent Aaron Gove, Denver Col.

Elected.

The following resolutions offered by President Rogers were unanimously adopted:

*Resolved*, That, in the opinion of this Association, no College is considered in good standing that confers the degree of Doctor of Philosophy or Doctor of Science, except after a period of at least two years of residence and of graduate study.

*Resolved*, That no College not in good standing under the above resolution is eligible to membership in this Association.

The following resolution offered by Principal John T. Buchanan was adopted by rising vote.

*Resolved*, That the thanks of this Association be extended to the President and other authorities of The University of Chicago for its generous hospitality, which has so greatly contributed to the success and pleasure of the meeting of this Association.

On motion the Association adjourned.

F. L. BLISS,  
*Secretary.*